

B. Disaster Checklist

I. Alert Your Staff

A. Institute *Planned* Call Tree

1. Telephone communication may not be possible; contingency plans for this should be in place. For instance, will you all meet at the office? Where will you meet if the office is destroyed? Remember, if the office is destroyed, across the street may also be in trouble. **PLAN!**
2. Depending on the scope of the disaster, your staff may be victims. This should be your first question to your staff: How are **you**?

B. Assign Duties

1. Assign staff duties from prepared list.
2. Include plans for staff at the State Emergency Control Center, the Communication Center, and the support center in the field.
3. Establish an information resource center.
4. Provide for the prompt assignment of personnel to the area effected by the disaster. They need to be on-site as quickly as possible, offering support and accurate information and providing a clear view of the situation to the State Unit.
5. This process should include a review of assignments given during the preparation phase.

C. When Advance Warning is Possible

1. A and B above may begin in anticipation of the disaster.
2. Staff transportation will be an important requirement. Be sure all gas tanks are full.

D. Contact AAA's.

1. All should have disaster contingency plans.
2. Don't limit communication to the AAA's directly affected by the disaster. Adjacent agencies need to be called upon to lend available assistance.
 - a. Emphasize the critical need for recordkeeping.
 - b. Especially critical are records from caterers and meal site managers.

E. Contact other State Agencies.

1. Provide such technical assistance as may be necessary to assure that the special needs of older persons are adequately met.
2. Be prepared to provide any relevant or useful information available to the State Unit or to the AAAs.

II. Organization

A. Begin Recordkeeping. This is critical; you will need these records to receive reimbursement from the appropriate federal sources later. This must be impressed upon AAAs.

1. Staff time (including overtime).
2. Any supplies.
3. Number of senior contacts.
4. Type and amount of service provided.
5. Resource inventory used.

6. Intake forms for all seniors (samples in this manual).
 7. Any contracted services.
 8. Personal expenses.
 9. Phone log; be specific.
- B. Begin supervising and assisting in process of locating outreach and advocate workers for the Recovery Phase.**
1. Insure disaster timeframe matches disaster needs.
 2. Personal Service Contracts should be pre-approved.
 3. Disaster Advocacy and Outreach section of this manual includes a training module.
- C. Begin to assemble applications for funds.**
1. These applications must be based on plans developed by AAAs.
 2. The State Unit must prepare an overall recovery plan with the AAA plans attached.

III. Assessment

- A. To collect sufficient information** to determine the type, scope and location of disaster assistance activities by AAAs and others.
1. The AAAs should complete their first effort within 24 hours of the beginning of the emergency. They need support, not badgering or bullying. Help, don't hinder.
 2. This is a very difficult time; respond, don't react.
- B. Information will help determine allocation of resources.**

C. Collect information on:

1. Numbers of affected senior citizens.
2. Remember nursing home populations; locations of all nursing homes in area should be noted, regardless of immediate impact. Acquire and disseminate information from state-level resources, e.g. licensing authority.
3. The kinds of services needed. Check indirect as well as direct needs - have water or electricity been interrupted? The State Unit can coordinate information concerning widespread effects. It may be wiser for the State Unit to act as liaison to the electricity provider rather than half-a-dozen Area Agencies.
4. Scarcity and disruption of transportation.

D. Assess geographic scope of disaster.

1. Assess amount of damage inflicted on seniors, including the type of senior citizens (frail, low-income) that are victims and their short and long-term needs.
2. Assume this initial assessment will be incomplete and imprecise.
3. Look for service gaps and advocate where additional services and resources are needed.
4. Report to state and federal agencies as soon as possible and as frequently as appropriate. Phone or Fax, and follow with a written report.